

# Personal Safety and Security in Regards to International Students at University of Tasmania, Hobart

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## **Abstract**

The aim of this study was to see whether international students felt safe to live in Hobart, Tasmania. The hypothesis of this study was that some of the international students have obtained a bad impression about their safety and security while they live in Hobart, Tasmania. In order to research this, the study used a survey questionnaire. The survey questionnaire allowed international students to make any comments or give any impressions about their safety and security. The survey questionnaire has been put up on the Survey Monkey website. It does not identify who answered the survey questions. The survey questionnaire was divided into four parts. The four parts of this study were general information, personal safety and security issues, perceptions of safety, and making things safer. The purpose of the survey questionnaire was given broad ideas about how safe the international students. This dissertation provides a review on background literature about the problem and reports the research on the survey. This showed that international students in Hobart are concerned about the issue. The last chapter makes some recommendations.

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Third, I want to thank the University of Tasmania international students in Hobart who participated in answering the survey questionnaire.

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Declaration of Authorship

This thesis contains no material which has been accepted for a degree or diploma by the University or any other institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the text of the thesis.

Jeff Yeh .....

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## **Introduction**

In the recent years, international students who have been studying in Australia are very concerned about their personal safety and security. It is the violence that makes international students so much concerned. For example; in Melbourne, in 2009, one Indian student has been murdered and some Indian students have been assaulted. In addition, there was a Chinese student was also murdered in Hobart, and many of the Chinese students have been assaulted. In both states, Melbourne and Hobart, international students organized a rally. The rally was part of the message that it sent to the government. Government should consider every international student safety and security. The media and newspapers reported on these events. The media showed the footage of violence where it took place. In the recent news, the media has shown bashing and fighting among Indian people in the public places.

## **The aims of the study**

There are three aims of this study. The first aim of this study is to do a lot of website searching on the topic of international students, safety and security, and the responses to the attacks. The first aim has to do with the first three chapters: international students in Australia, what happened to international students in Australia, and the responses to the attacks.

Chapter 1 looks at five things. First, it begins with a brief explanation on who are the international students and why they choose to study in Australia. Second, it talks about a brief statistical explanation on the number of international students study in mainland and the Tasmania. Third, it will be focusing on the general information about international students. Fourth, it will be interesting to find out in which major international students are enrolled in. Lastly, it is important to look at the reason why large numbers of Chinese students come to Australia and study.

In chapter 2, there are two parts to focus on. The first part focuses on the incident that happened in 2009 and 2010 international students in Hobart, Tasmania. The second part focuses on the incident happened to the international students in Melbourne and Sydney.

In chapter 3, when the incident happened to the international students, two responses have occurred. The first response was from the Australian police, universities, government and laws in all states and territories including Tasmania. Another response was from the international reaction.

The second aim of this study is to examine literature on the topics of fear of crime and hate crime. This is more about the criminological perspective.

Chapter 4 discusses four aspects of fear of crime. First, it is very important to know what fear of crime is and who fears crime. Second, the chapter considers what factors contribute to fear of crime. Third, it focuses on the ethnic minorities and international student's point of view of fear of crime. Fourth, the chapter reviews some strategies for reducing fear of crime.

Chapter 5 considers the nature of hate crime. First, it considers the definition of hate crime. Second, it explains why hate crime is a major problem. Third, it considers the cultural context of hate crime. Fourth, it reviews the legal response to the hate crime. Fifth, it considers how we can stop hate crime.

The third aim of this study is to conduct an empirical study in Hobart.

Chapter 6 explains the methodology analyzed. It discusses procedures used and the research design.

Chapter 7 presents the findings from the survey questionnaire. It relates these findings to the topics of victimization, fear of crime, and hate crime.

The conclusion summarises what I have discovered from the study, and suggests what I think needs to be done to address this problem.



## **Chapter 1**

### **International Students in Australia**

This chapter focuses on reviewing the literature and conceptual foundations of several key areas about international students studying and living in Tasmania. It highlights the key reasons why international students decide to study in Australia, and the many challenges that they faced in studying abroad which they never experienced before. This chapter will also pay close attention on the numbers of students in Australia and Tasmania. It will then closely examine the factors that attract Chinese students to Australia for higher education.

#### **International students**

Australia has attracted many international students from all over the world. Australia is one of the top three countries that attract many international students to come and study. The other two countries are the United Kingdom and United States of America. Australia is a nice place for many international students to study. All over the world, many students decide to study in Australia for various reasons: learning to be independent, away from home, it is a relatively safe environment to study and learning English, and perhaps it is the cheapest country to study than in their homeland. The overseas students will be exposed to multiculturalism because of the presence of a large international community, diverse food and cultures, and meeting friends from different countries.

International students will face two key issues while they live in Australia. First, international students who come from an Asian and other countries to Australia will face the difficulty of being immerse in a country that speaks English. Many international students do not speak English as their first language. For many, English is their second language. Students from non English speaking countries have the opportunity to talk and practice English with the Australian people. The following conversation was about how student felt the language based intercultural contacts (Hellsten 2002: 5):

- Because it's Australia, English speaking country. So if I study (languages) in Australia I will have much much more advantages, because I am in that community. So I expected um, relationships with Australian people. But actually I don't have any.
- Do you expect that when you are here longer you will meet Australians?

- Yes. I have already started some club activities run by other communities. So I started a discussion club, but it's just been one week.

The Australian people often will not interrupt conversations and they are willing to listen to what international students have to say. Many international students will also learn some of the Australian idioms like Good Day, No Worries Mate, and Ta. The following two conversations were about how overseas student wants to improve English (Hellsten 2002: 5-6):

- I came to Australia to study English. I want to improve my English better than now.
- Before I came here I think uh, if I go to Australia I will improve my English skills really very fast. But it's just a dream. I must do everything (I can to achieve this). Every day I practice practice practice for this.

Becoming accustomed to different food is another issue that non-westerners will encounter. In Tasmania, there are not many restaurants and food stores that sell Chinese food around in Hobart. As a result, many Asian students will do the grocery shopping and cooking their own food than dine out.

As an international student, they will face many challenges that they had never experienced before. One of the challenges many international students will face is finding accommodations during their stay in Australia. Many first year international students, who just arrived in Hobart, preferred to live in the University of Tasmania provided accommodations such as St. John Fisher College or Christ College. After a year or more, many students will choose to continue living in the colleges or decide to move to off campus housing with their friends. International students who choose off campus accommodation will face three challenges, which are grocery shopping, cooking, and washing clothes. International students who have been dependent on their family member like their mom living in an off campus environment provides a great way to start learning to be an independent.

### **Who are the International Students? Why they choose to study in Australia?**

International students are studying from outside Australia as currently studying at Australia universities. They choose Australia to study for undergraduate or postgraduate

courses, or they are English as second language students who stay in Australia for six months to one year, or as exchange students. The Australian Education Institute (2008) gave six reasons why international students choose to study in Australia. Firstly, Australia provides an excellence of education. Many Australian institutions and graduates are highly regarded by world standards. According to Yao (2004:22), “the quality courses, good facilities, excellent researchers and teachers have won the reputation for Australian education in China.” Secondly, Australia is an English speaking country. Many Chinese students will prefer to study overseas for their professional studies and at the same time intend to practice and improve their English skills. Thirdly, Australia provides a relatively safe and secure place for all international students. Fourthly, Australia offers many students a chance to experience a new culture and lifestyle different from their own. Fifthly, Australia offers a low course universities fee costs and cost of living. Lastly, Australia has a moderate climate. Many Chinese students enjoy the Australian natural and social environment. “The beautiful sceneries and good nature environment make Chinese people longing for experiencing the different life” (Yao 2004:22).

### **International Students in Australia and Tasmania: Statistics**

The Australian Education International (2009) cites the top ten nationalities in enrolment of Australian universities as China, India, Republic of Korea, Thailand, Nepal, Vietnam, Malaysia, Indonesia, Brazil and Saudi Arabia. 154,777 students from China enrolled in Australia in 2009. Chinese students make up about 24.5 percent of total nationalities in 2009. This is an increase of 6 percent growth from 2008 to 2009. India has 120,913 students who enrolled in Australia. Indian students make up 19.1 percent of total nationalities. This is a decrease of 6 percent growth from 2008 to 2009. The Republic of Korea has 35,708 students enrolled in Australia. The Korean students make up about 5.7 percent of total nationality in 2009. This is an increase of 4 percent growth from 2008 to 2009. For Thailand, 26,460 students have enrolled in Australia. Students from Thailand make up 4.2 percent of the total nationality. This is a large percentage decrease from 2008 to 2009. Nepal has 24,579 students enrolled in Australia. Nepalese students makes up approximates 3.9 percent of the total nationality. This was a large percentage decrease from 2008 to 2009. 23,755 students from Vietnam have enrolled in Australia. Vietnamese students make up 3.8 percent of total nationality. This is a large percentage decrease from 2008 to 2009. Malaysia has 23,103 students who enrolled in Australia. Malaysian students make up 3.7 percent of the total nationality. This is a 4 percent decrease of growth from 2008 to 2009. Indonesia has

17,867 students enrolled in Australia. Students from Indonesia make up 2.8 percent of total nationality. This is a large percentage decrease from 2008 to 2009. Brazil has 17,529 students who enrolled in Australia. Brazil makes 2.8 percent of the total nationality. This is a large percent decrease from 2008 to 2009. Saudi Arabia has 12,599 students enrolled in Australia. Saudi Arabia makes up 2.0 percent of the total nationality. This is a large percentage decrease from 2008 to 2009.

The Australian Government: Department of Education, Employment and Workplace Relations (2010) reports that there was slightly increased number of international students in Australia between January and February 2010. In January 2010, there were “314,799 enrolments by full-fee international students in Australia on a student visa”, and in February 2010, there were “389,461 enrolments by full-fee international students in Australia on a student visa”. The order of the sector ranks were Higher Education, Vocational Education and Training, and English Language Intensive Courses for Overseas Students (ELICOS), schools, and exchange and foundation program. For the Higher Education and the Vocational Education and Training sectors, China and India were the two largest markets. In the exchange and foundation program, the two largest markets “by volume of enrolments were China (30.9%) and USA (18.7%)” (Australian Government: Department of Education, Employment and Workplace Relations, 2010).

The Management Information and Reporting Unit (MIRU) in 2009 shows the data of the number of students in each country within a continent studying at the University of Tasmania (UTAS). In Europe: Germany, France and United Kingdom were the top three countries. There were 17 students who came from Germany to UTAS to study, 12 students came from France, and 11 students came from United Kingdom in 2009. In Americas, United States of America and Canada had the most students studying at UTAS. There were 73 students from USA and 42 students from Canada. Based on the Pacific, New Zealand and Fiji has the most students studying in UTAS. There was one person who came from New Zealand and four people from Fiji. At the University of Tasmania in Hobart and Launceston, there is a well-distributed numbers of overseas students of different age. In Hobart, there were more overseas students of the age between 20-24 for full time and part time. Based on the MIRU (2009), there were 277 women and 300 men overseas students studying full time. For the part time overseas students, there were 309 women and 363 men. In Launceston, there were 100 women and 127 men overseas students studying full time, and 78 women and 121 men overseas students studying part time.

**How many people from overseas come to Australia for study? Are overseas students more likely to be male or female? How old are overseas students? What are the people from overseas studying? Which universities do overseas students attend? In what types of jobs are overseas students employed?**

Overseas students need to have a student visa when they want to study in Australia for more than three months. Based on the Australian Bureau of Statistics (2007), there were seven visa sub-classes: “independent English language intensive courses for overseas students, schools, vocational education and training, higher education, postgraduate research, non-award, and Aus AID or Defence.” The Department of Immigration and Citizenship (DIAC) have granted 61,463 onshore visas and 167, 129 offshore visas. Australian Bureau of Statistics (ABS) have collected the data on overseas arrivals and departures in 2002 and 2006. In 2002, there were 308, 340 overseas students arrivals for education, and in 2006, there were 396, 628 overseas students arrivals for education. According to Australian Education International (AEI), it showed that “the number of overseas students studying in all sectors in Australia increased by 40% from 227, 974 in 2002 to 317,909 in 2006” (ABS 2007:3). After graduation, many overseas students were interested in applying and getting a permanent residence.

According to the ABS, the proportion of females coming to Australia to study has grown within 20 years. Different countries of females arrived in Australia to study were quite different. “For example, 20% of students arriving from India in 2006 were female, compared to 64 % of students arriving from Japan” (ABS 2007: 5). China and the Republic of Korea has increased over 50% of female students studied in Australia. Based on the Australian Education International (AEI) graph, it showed that there was a large proportion (83%) of males from India and a large proportion (52%) of females from India.

In 2006, a large proportion of people arrived in Australia to study were age 20-24 years. “A further 28% of people arriving in Australia to study were 25 years or over, 23% were aged 15-19 years, and the remainder (6%) were aged less than 15 years” (ABS 2007: 6). Those students who came from China and India have a large proportion at the age of 20-24 years. Republic of Korea was more likely to have students at the age of 25 years or over.

In 2006, AEI data has shown that more than half percentage of the students studied in the higher education sector. India, Brazil, the Republic of Korea and China have increased in enrolments. There were large proportion of overseas students enrolled Business Administration and Management. “This field of study includes courses in accounting, which satisfy the accounting accreditation requirements for immigration purposes” (Birrell 2006).

The top three universities with the largest number of overseas students who have enrolled in Australia during 2006 were Central Queensland University, Monash University, and The University of Melbourne. Based on the Department of Education, Employment and Workplace Relations (2006) data, it showed that there were 12.6 thousands overseas students studied in Central Queensland University, 11.1 thousand overseas students studied in Monash University, and 10.3 thousand overseas students studied in the University of Melbourne. South Australia and Tasmania have a largest increase of enrolment. South Australia has 93% increases and Tasmania has 91% increases.

When overseas students come to Australia to study, they have to meet some restrictions about student visa. The student visa has granted permission to works, but it does not allow overseas students to work more than 20 hours per week during the academic term. During the summer holiday, overseas students can work unlimited hours.

### **What kinds of students is Australia attracting? In what fields?**

There were twice as many international students who enrolled onshore (those students who studied courses in Australia) than those students who enrolled offshore (those students who studied course in their home country). The Australian Government: Australian Education International (2008) gave details of the top three most popular degrees for higher education and the top three for vocational education and training. The top three most popular degrees for higher education students were management and commerce, information technology and society and culture. For the vocational education and training, the top three fields of study were management and commerce, food, hospitality and services, and society and culture. Students from China makes up largest portion of international students in Australia follow by India and the Republic of Korea.

## **What attracts Chinese students to Australian higher education?**

There are a large number of students from China studying in Australia institutions. “China is the largest exporter of international students and it provides 15.2 % of total international students” (Yang 2007: 2). The number of Chinese students studied in Australia has risen from 2004 to 2005. A century ago, China started sending students to foreign countries for study. The central governments in China and even Deng Xiaoping had decided to “expand the scope of sending students and scholars abroad” (Yang 2007:2). The objectives of Chinese parents for sending their children to the foreign country were that they wanted their children have a great education and better future for the children. Chinese parents have spent about a third of their income on their children’s education. Many mainland Chinese students who leave the country for their higher education were influenced by ‘push and pull’ factors.

The push factor has to do with economic, social and political services within the source country. There are four push factors encouraging Chinese students to study abroad. The first factor is China’s strong economic growth. The economic growth in China “has caused household income growth and more and more families can afford to send their children to other countries for education” (Yang 2007:3). The second factor for Chinese international students going to the foreign countries to study is the social trend in Chinese society. Chinese parents believed that sending their children to overseas education would be advantageous for their children. The reason was “getting direct exposure to foreign languages and culture, access to a better education and building stronger skills for future competition in the job market after graduation’ (Yang 2007:3) Children who graduated from the university will help to boost their own country economic or the foreign country. The third factor is that the Chinese government has changed their policy and wiliness to support international education. “China’s government will begin paying more attention to self-funded students” (Yang 2007:2). The last factor for Chinese parents to send their children to foreign university is a poor delivery of university places in China’s higher education sector. Only 8% of the Chinese high school graduates could get a place in local universities. The problem students faced was doing well on the national college entrance examination to compete with many other students desiring to go to university. Chinese parents “are worried by the high competition for a higher education in China and consider sending their children overseas” (Yang 2007:3).

The pull factor has to do with the characteristics of the host country, which is the country that the students select to study. Mazzarol's (2002) states the six factors that were important consideration in the students' choice. The first factor is the guest country's knowledge and awareness of international relations between the two countries. The host country's preference ranking has a great impact on the students' choice. The second factor is 'recommendation', which is the influence of their parents, relatives, and friends. The third factor is the 'costs' which could be tuition fees, personal expenses, travel expenses and social. The fourth factor is the 'environment' of the host country. The environmental influences can be the "climate, lifestyle, crime, safety, and racial discrimination" (Yang 2007:4). The fifth factor is the geographic closeness to the supply country. The geographic closeness has a relation to the destination country. Many Asian students like to study in Australia because Australia is the closest to their home country other than United States and Europe. The last factor is about the social links. Chinese students planning to study in Australia have a high chance of not returning to China after the graduation. One of the reasons why they desire not want to return to China is that they want to work in Australia after they received their degree.

There are two key motives for international students' choice of Australia as their study destination. First, students consider the future immigration opportunities after the completion of their education in Australia. Yang (2007:8) states, "Most of the students claimed that their program choice was based on the professions list of skilled migration, with around 87% of the respondents currently studying an accounting program and 10% studying an information technology program." These fields of study were most likely to lead to job opportunities in Australia. A minority of students planned to go return to China after they have finished their studies. Second, students viewed the "Australian education system as of the world class quality and this perception had an impact on their choice of destination" (Yang 2007:8). A minority of students stated that they were attracted by the Australian climate and lifestyle.

## **Conclusion**

Understanding foundational concepts as well as current issues and challenges faced by international students is significant in achieving of knowledge of the broader context surrounding specific issues discussed in this study.



## **Chapter 2**

### **What happened to the international students in Australia?**

The safety of international students in all states and territories has come under public attention and study by academics.

In 2002, there was a tragic shooting at Monash University, and in 2005, there was a death of an international student in the ACT. In 2009, there were two deaths of international students: one in Melbourne and another in Hobart, Tasmania. These incidents have brought the safety of international students to the attention of student organizations, education providers and government. “International student safety and the duty of care of providers and the Australian government quickly became a topic that gained media attention” (Smith 2009:4). People are wondering whether the recent attacks are specifically targeted or random attacks.

### **The tragic loss of a Chinese university student**

Zhang “Tina” Yu was an international student, who studied Masters in Accounting. She studied her bachelor accounting degree in Canada and her master’s degree in Tasmania. She lived in Hobart, Tasmania for about 18 months. She worked Don Camillo restaurant in Sandy Bay as casual. After she graduated, she planned to settle in Hobart. In June 25 2009, a Chinese university student Zhang “Tina” Yu was murdered. Tina’s body was found from the Tyenna River near Mount Field National Park. One of the men used the concrete block bashing killed her, sexually assault, strangling and drowning. Two 21-year-old young men have been charged with Tina’s murder. In April, the media has deeply covered every bit of details about Tina’s death and the trails. A day before she was murdered, she sent a message to her girl friend asking one of her person friend phone number. Her girl friend sent the text message back to her and called her shortly after. She realized that initially the phone was ringing and then the phone was switched off. On June 30 2010, the judge has put the offender to the 25 years of imprison without parole.

## **Last year and the recent incidents occurred to international students in Hobart, Tasmania**

In October 10, 2009, The Mercury newspaper has reported racial attacks on international students. This was an article from a student.

‘While at Uni, my closest friend from Hong Kong moved to Melbourne to get away from (racist attack)’ ‘I find it funny to see how ‘white’ Tasmanian always refers to acknowledge that racism is prevalent in Tasmania. Having been here in Hobart for 3 years, I have been thrown lots of stuff at(sic), including eggs, mustard sauce, water bottles. 90% of my ‘non-white’ friends also have the same experience. Verbal abuse was without doubt far more common than that. If you are a ‘non-white’ person, you know what I mean. Therefore, I have been sharing my experience with ‘non-white’ person who might come to study in Tasmania in order to avoid disappointment and waste of time and money.’

In 2010, two recent incidents have occurred. One incident was that a Malaysian student was ambushed and robbed. The second incident was that six men wielding bottles attacked another student. In the latest attack, the victim was terrified and surprised. Many international students have experienced some forms of verbal and physical attack while they are living in Tasmania. “Some had been pelted with eggs and bottles, while others had been blasted with water bottles and one had even had their letterbox bombed” (Mather and Smith 2009:1). Based on the May 12<sup>th</sup> 2010 edition of the Mercury, the victim was one minute away from the victim’s house when the violence began. One person from behind beat him up. At the same time, a vehicle drove from the opposite side. The driver took the victims bag and drove off. Now many international students do not feel safe about leaving their homes at night and walking alone from university campus to home. International students are feeling scared, defenseless and targeted. They are appealing for help.

On 3<sup>rd</sup> of June 2010, the Mercury newspaper talked about not only overseas students have been attacked but also the Australian born Asian has been attacked. An Australian born Asian person studies Economics in the university was bashed and the offenders called him “chink” in North Hobart Street. He was left with serious injuries. After eight months of the incident, his physical scar and emotional feeling were still untreated. His right eye was

damaged. When he looked at the things, he has a double vision. He continued to suffer symptoms of fear of being in open spaces.

### **The tragic loss of an Indian university student**

In January 2010, Nitin Garg, a 21-year-old Indian graduate student, was fatally stabbed. Marginson (2010: 4) has described the scenario. He worked at the Hungry Jacks. On the way to his work, Nitin was approached by a gang of youths. One of the attackers took a sharp knife and stabbed through Nitin's stomach to his heart.

### **The recent incidents occurred to international students in Melbourne and Sydney**

It had happened one day on the train in Melbourne, there were three Asian girls have been racial abuse by saying from a white man, "stop speaking their language or go home" (Trounson 2010). One of the Asian girls was left in tears and was comforted by a woman hug.

Spolc and Lee (2010:3) have pointed out fifteen cases of the crimes against Indian students in May and June 2009. On May 1 2009, two incidents happened. In Melbourne, a 25-year-old Indian student was assaulted and stabbed in the head. Also in Melbourne, there was a male Indian students who was assaulted, robbed and verbally abused. On May 4 2009, in Melbourne, there was a 21-year-old male Indian student who was assaulted and beaten unconscious. On May 24, 2009, in Sydney, there was a male Indian student was assaulted and whose house was petrol bombed and he has suffered burns to his body. On May 25 2009 in Sydney, there was a 25 year-old male Indian student was assaulted and was stabbed in abdomen. On the May 30 2009, in Melbourne, there was a male Indian student was assault and has been beaten up by fifteen people. On the June 2, 2009, there was a 21 year-old male Indian student was assaulted and been slashed across chest. Two incidents have happened in Melbourne on the June 8 2009. In the first incident, someone was assaulted and attacked by Lebanese men. In the second incident a car that belonged to the Indian student was burned. On June 11, 2009, there was a 22 year-old male Indian student was assaulted and attackers struck his turban and fighting ensued. On June 13 2009, there was a 24 year-old male Indian student was assaulted and attacked by three people. On June 15 2009, there was a 20 year-old male Indian student was assaulted and verbally abused. On June 29 2009, there was a 22 year-old male Indian student was assaulted and they forcibly remove his turban.

## **Conclusion**

In this chapter, it has been clearly understood that international students who lived in Hobart, Melbourne, or Sydney were not safe at all. This chapter explained in details of the incident happened in Hobart, Melbourne and Sydney.

## **Chapter 3**

### **Responses to the attacks**

#### **Introduction**

When the strangers attack the victims (international students) by physical, or emotional means, the Australian police, along with the universities, and government provide services to help the victims. Victims have a variety of needs, such as support, information and knowledge they require, choices, have their say, help and advice, and sensitivity and understanding. This support is very helpful to the victims (international students). This chapter will start by focusing on discussion how Australian police, university, and government responses to the attacks. Second, it will pay closely attention on the current law in all states and territories including Tasmania. Lastly, it will be discussing on how other countries response to the attacks.

#### **A) The Australian police, university, government, and current law in all States and Territories including Tasmania**

##### **The Australian Police**

The Australian police give a great deal or support to victims (international students). The Australian police can gather all the information that victims have provided. They can listen and talk to the victims. It is very important for “victims to be able to have their say, to tell their story (completely), and to be heard” (White and Perrone 2007:315). The victims will receive all the support and advice from the Australian police. The victims should follow-up with the Australian police anytime. The problem with the victims is that they think that the Australian police will not help them.

There are five main areas of Australian police tasks: law enforcement, order maintenance and conflict resolution, crime prevention, provision of social services, and traffic management. The first task of Australian police is the law enforcement. Australian police deals with those people who commit crimes. “This involves activities such as detection, investigation, apprehension, and prosecution of offenders” (White and Perrone 2007:14). When there is an attack on the international students, Australian police can deal with these issues. The second task of the Australian police is order maintenance and conflict resolution.

The Australian police will monitor of specific groups in a specific locations. The role of the police is to control public behaviour. When there is an attack on international students on the Sandy Bay road, the Australian police will pay special close attention on the Sandy Bay road. The third task of the Australian police is crime prevention. The Australian police will work closely with the community, local government and any agency. The fourth task of the Australian police is a provision of social services. "Because the police operate 24 hours a day, they may be required to offer a range of emergency services"(White and Perrone 2007:16). The last task for the Australian police is the traffic management. They have to make certain the smooth of traffic.

On 13 May 2010, more than 200 students attended a rally to protest against a serious of violent street attacks near the University of Tasmania (UTAS) Sandy Bay campus. A police inspector talked to everyone who has attended the rally. He urged the victims of assaults to report crimes to police as every information the students gave will help. The students were asked to give descriptions of the vehicles and of people involved, which will assist the police to track down the offenders from the incidents. There were two messages from this rally. The first message was to let every student know about safety on campus and off campus and the second message was to encourage every student to report any small details to the police.

## **The Information for University Students**

Every Australian universities campus will provide information on safety for all students. It is very important for every university to give out a booklet to students or post it on their website. The following two examples are from Be Smart about Safety: A Guide to UTAS Security and Personal Safety for University students and staffs booklet on the topic about safety while walking.

### **Safety when Walking**

- Try to always walk with a friend or in a group, especially at night. Try not to leave a building alone at night.
- Keep to well-lit populated areas with lots of activity. Don't take short cuts, especially at night
- Don't accept lifts from strangers or people you don't know very well.
- Avoid making conversations with strangers in cars or on foot when out walking- it is better to seem rude than to be in danger

- Walk confidently. Confidence deters attackers
- Be aware of your surroundings. Wearing headphones or talking/texting on your mobile will make you less alert to what is happening around you
- If someone follows you, change direction and go to where there are other people. Call Security on campus or Police.
- If someone attacks you, scream and shout as loudly as you can.
- Ignore verbal abuse, but try to remember details. Always report incidents.
- If you think there may be danger, make a safety plan. Think about what you would do if you felt threatened.

### Before you go out

Always tell a trustworthy person

- Where you are going
- Who you are going to be with
- What time you expect to be home
- If you change your plan later, call or text the person to let them know

From the lists above ‘Safety When Walking’ gives simple procedures for all university students to follow. The difficulty for university students is that they forget about the warnings when they face a life-threatening situation.

## The Australian Government

The focus of the Australian government and education is for all international students to be safe and secure while they are staying and studying in Australia. The concern of the public is that the government and education sector is not doing enough to provide a safe and secure environment for all international students. Victorian Premier John Brumby has failed to address increasing levels of violence against Indian students. The Australian Indian Business Council Mr. Baillieu (Rout 2010) stated that

“the government needed to stop blaming the Indian media and the victims, and recognize that there was a ‘minority of individuals’ whose racist behavior was creating fear and terror among the Indian community”.

In addition, he stated that violence in Victoria has affected all people. The Victorian government continues to state that there was no serious violence problem, no crime problem and no particular targeting to Indians. It was simply for the Indian victims as a wrong place at the wrong time. Brumby (2010) stated that, "Victorians come from more than 200 countries of origin, speak more than 230 languages and dialects, and follow more than 120 faiths." The issued that Victoria has a low crime rate. The Victoria government and police wanted to target the spot where the most occurred, and provide more support for international students. In addition, Brumby gave the Victoria police new powers to search for weapons. The Victorian government will provide a 24-hour International Student Care Service, an International Student Welcome Booth at Melbourne Airport, and more funding for the Indian International Student Advisory Service. "We are proud of the different cultures represented in our society. Including the student population of about 56,000, there are more than 150,000 people from India or Indian ancestry living in Victoria" (Brumby 2010).

## **The Current Law in All States and Territories including Tasmania**

In 1989, New South Wales was the first Australian state to prohibit racial vilification. Within the next seven years, Western Australia (WA), the Australian Capital Territory (ACT), South Australia (SA) and the commonwealth "had followed the NSW lead by enacting, in various forms, legislation that renders racial vilification unlawful" (McNamara 2002:1). In 2001, Queensland and Victoria were the two states that introduced racial vilification legislation.

In Tasmania, there is no law "that make racial vilification a criminal offence" (Tasmania Law Reform Institute 2010). It means that in Tasmania, racial vilification does not consider as criminal offences. Tasmania is one of the six Australian states and territories have no criminal laws for doing something of serious racial vilification. All Australian states and territories have civil racial vilification. Tasmania, New South Wales and Queensland, all have Anti-Discrimination Act. In Queensland, there is an Anti-Discrimination Act 1991. In Victoria, there is a civil law on Racial and Religious Tolerance Act 2001- ss7-8. In South Australia, there is a civil law on Civil Liabilities Act 1996-s73, and in ACT, there is a civil law on Discrimination Act 1991-s66. In South Australia, the racial vilification laws did not start until 1998, and in ACT, the racial vilification laws did not start until 1991.



In New South Wales, there is a civil law under s 20C of the Anti-Discrimination Act 1997. It was not started the racial vilification laws until 1989. Based on the Tasmania Law Reform Institute (2010: 11) stated that

“A person shall not, by a public act, incite hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the ground of the race of the person or members of the group by means.”

The example of this act is physical harm toward the property, person or group of people. The maximum penalty when it occurs to an individual is 50 penalty units, six years in prison or both. For the company, the maximum penalty is 100 penalty units.

In Tasmania, the Anti-Discrimination Act 1998 (Tas) s19(a) is just simply not acceptable for a person who act as a hatred toward another person or group of people based on the race of the persons. The examples are displaying racist signs and shouting racial and religious insult at the taxi drivers. People may follow a civil action under s 19(a) of the Anti-Discrimination Act 1998 (Tasmania) or Racial Discrimination Act 1975 under federal level.

Racial vilification is defined as “offensive and abusive comments or acts which either express, demonstrate or incite hatred and contempt for individuals on the grounds of their race or ethnicity” (Human Rights and Equal Opportunity Commission 2008:49).

## **B) The international reaction**

When it comes to the security issue, Australia continues to avoid and deny the issue. In August 2008, a representative from China’s consulate advised that 100 Chinese students had participated in a survey. These 100 Chinese students have lived and studied in Australia. It “found more than one in four had been a victim of crime, 20 had been burgled at home and six had been robbed, several at knifepoint” (Marginson, Sawir, Nyland and Mewett 2010:95). China’s government wanted Australia to take immediate action. China’s government wanted their students with respect. Australian did not know how to reply the criticism of the Chinese Ambassador because Australian “could not even explain most of the deaths that have occurred to international students studying in Australia” (Marginson, Sawir, Nyland and Mewett 2010:95).

## **Conclusion**

The Australian police, university, and the government are the main helpers to all international students. The Australian police can do so much for international students. They can locate where the violence most occurs. They can provide safety to every international student, and they can trace the location where they need more patrols. The university in Tasmania has given out to international students a safety booklet. The university has put up the security boxes around the campus. Not all helpers can do this by themselves. They need every international student to corroborate by reporting the incident to the police and the university. The Victoria government would like to provide safety and security for all Indian students whether they are indoor or outdoor. Law in most states and territories has provided the safety and securities to all international students.

## **Chapter 4**

### **Fear of Crime**

#### **Introduction**

In Australia, crime and fear of crime are two of the main concerns of the Australian communities. Fear of crime has a wide range of consequence and it has caused so much pain to some groups within the community. There is only a small relationship between the levels of fear experienced and the actual levels of reported crime. Fear of crime has been under the attention of the academic literature, media, and national and local politics. This essay will discuss the overview model of fear of crime and its consequences. It will also examine what fear of crime is and who in the community have most fear of crime. This essay will also examine the factors contributing to fear of crime and victimization and the strategies that are aimed at reducing crime. Lastly this paper will look at the ways available to combat fear of crime.

#### **The overview model of fear of crime and its consequences**

Garofalo (1981) describes the general model of the fear of crime and its consequences. In his paper, he emphasizes the individuals' position in the social space. In social space, it is part of capturing in the routine daily activities like vocational activities and leisure activities. "Position in social space has a temporal aspect, extending into the past to incorporate a person's learning experiences and into the future to incorporate a person's life chances" (Garofalo 1981:844). This model determined a person's position in social space, for example: age, gender, race, income, education, geographic location, and lifestyle. The next model concerns information about crime. There are three major sources of information about crime, and they are by direct experience, by interpersonal communication, and the mass media. The direct experience is more about the victim or as a witness. The interpersonal communication can be either as direct or indirect experience about other people. The mass media is about how media gives information on crime. The third model is more concern with mediating factors, which are "primarily of attitudes and interests which affect selective perception of the information available to the individual" (Garofalo 1981:844). An example of mediating factor is the misleading assumption that the offender is black when the media story does not mention the racial characteristics of the offender. The fourth model concerns the image of crime. The image of crime is described by the extent of the crime, the nature of the crime,

characteristics of offenders and victims, and the consequences of the crimes. The next model is concerned with the risk assessment. Under risk assessment, there were four important concepts: prevalence, likelihood, vulnerability, and the consequences. In the prevalence, people should be aware of certain types of crimes in any places and in any situations. For the likelihood, people should be aware of being target of victimization when they exposed the places and situations. For the vulnerability, “given my physical characteristics and protective resources, how attractive a target will I be for offender? How well will I be able to resist an attempted victimization?” (Garofalo 1981:845). The last concept is the consequence. The consequence is about when someone attempts to hurt someone else, what will happen to that someone in regards to physical, psychological and the financial losses?

The following model of fear of crime looks into actual and anticipated fear. Actual and anticipated fears equally influence each other. If a person has felt an actual fear during any circumstances from the past, then that person may have anticipations of fear in the future. “If a person anticipates feeling fearful in some hypothetical situation, he or she is more likely to experience actual fear upon encountering a comparable situation” (Garofalo 1981:845). Costs and options are the two responses to the fear of crime. When someone does not earn enough money in their life, they could avoid buying car or use a taxi or even riding a subway. “The basic point is that response to fear involve some costs that people are more or less willing and able to endure” (Garofalo 1981:846). When a person walks into a dark hallway, the person may experience a sense of threat and may run to safety. The second last model concerns the individual responses. There are six types of individual responses as DuBow et al. (1979) have described as avoidance, protective behaviour, insurance behaviour, communicative behaviour, participation behaviour, and information seeking. In the avoidance response, the people want to stay as far as possible from the situations. There were two types of protective behaviour: home protection and personal protection. For the home protection, people believe home is better than going out because home protects them. As the personal protection, people do not want to stay home. They want to risk their life instead of avoidance. For the insurance behaviour response, “behaviour seeks to minimize the cost of victimization... It alters the consequences of victimization” (Garofalo 1981:847). Communicative behaviour response is about sharing the information and “emotions related to crime with others” (Garofalo 1981:848). The information seeking response has two types of response. The first response involves a consultation with other sources. The other sources can be the media or others who has the information being sought. The second response has to do

with environmental scanning. Environmental scanning is “the person increases the frequency and intensity with which he or she ‘checks out’ the situations for cues that are thought to indicate danger” (Garofalo 1981:848). The last model involves social outcomes which examines the individual responses to the fear of crime. Based on the Conklin(1975), he stated that crime produces fear and the response to fear leads to a negative social outcomes.

## **What is fear of crime?**

In today’s society, fear has become an important issue of public concern. It concerns the policymakers, crime prevention practitioners, as well as researchers. It is a social problem. Fear of crime is well expressed by some citizens and for other people at less personal risk they are less concerned. In Australia which is a western industrial democracy, fear of crime is common. Some people are more fearful of crime committed in homes but not of crimes committed in the public space. Fear of crime is the awareness or anxiety of becoming a victim of crime. It has effects on the individual and community level. According to Lewis and Salem (1980) point of view, fear and community concern are closely related. If the crime rate is high in a neighbourhood and that the neighbourhood lacks of special attention to the problem, then the community have to do something about it. Witnesses of crimes and social problems in the community may increase the community’s concerns and raise the level of fear of crime. Taylor and Hale (1986:163-164) states “such events may cause greater concern about the future of the neighbourhood and the quality of present and future residents.” Many people are disturbed by the thought “that a stranger could pounce at any moment, either on the street or at home, and rob, assault, or in the case of female victims, rape” (Box, Hale and Andrews 1988: 340). There are three main points to explain fear of crime. First, it is the community concern. White and Habibis (2007:318) stated that “fears are rooted in people’s perceptions about local problems based on objective factors such as levels of crime, socio-economic factors, and physical conditions.” Second, it seems disorder point of view. Fear is derived between low socioeconomic status (SES) and insight about a neighbourhood’s level of physical and social lack of respect. Third, it is an indirect victimization. In this perspective, without adequate protection is a key factor in generating fear of crime. Taylor and Hale (1986:156) have pointed out the two major points of indirect victimization. First, “it interprets socio-demographic correlates of fear as reflections of vulnerability to violent crime.” Age and females are correlated with fear. Other examples were poor blacks and lower

incomes. Second, people who heard about crimes from their family members or friends, the chance of being fear are likely to increase.

## **Who fears crime?**

Who are the persons in the community that have high level of fear of crime? The fear of crime depends on a range of factors and circumstances and affects different people in different ways at the different times and in different locations. Fear of crime affects some groups more than others. The groups which have the highest level of fear have been victims of specific crime. Borooah & Carcach (1997) found, “when examining fear in victims of household crime that women, young participants under 35 years of age, the less educated in the community, those renting government accommodations, people living in high crime areas (or perceiving they did), those living in rural areas or areas of low socioeconomic status, and students living in single-person households were all more fearful of crime.” These groups of people are found to be more fearful of crime than those who have not been victimized. Individuals who have lower levels of fear before victimization will react differently after an incident of crime. Social and environmental characteristics influence the fear of crime. A person who lives in a pleasant physical and social environment and supportive neighbour have lower level of fear of crime.

Young males for example, are generally more fearful than older males. Young males suffer highest overall rates of victimization because they take more risks in their lifestyles. Young men are likely to spend more time in the public spaces for leisure, especially in the pubs and nightclubs. They generally stayed out later at night. Young men are considered to be in the low harm and high-risk category of victimization. As people become older, they are less likely to be victimized. Elderly people are found to be more fearful of crime but they may have a lowest rate of victimization than other age group. There is an inconsistent finding between the age and fear. The statistics show that they are less likely to be victimized. The following example demonstrates how fearful some elderly people feel (The parliament of the Commonwealth of Australia 2004: 18):

‘As an elderly lady who lives alone I have a strong fear of crime. My house is locked up both night and day and I feel I need a guard dog to help protect me. There have been a number of break-ins in my area including my neighbour’s homes.

Ferraro (1995) and Grabosky (1995) have found that it is not always the case that the elderly people are most afraid. They found that “it was the younger people who were the most likely to report the highest rates of fear, particularly when they were questioned about their fear of violent, personal crimes”. Elderly people may report being more concerned or fearful in some circumstances, for example: fear of falling. They are in the position of low risk and high harm space. Fear of falling, “may not necessarily be generated by fear of crime” (Attorney General’s Department 1998). The researchers found one problem when they did the survey questionnaire to the participants. The problem was the researchers could not narrow down the questions that he or she wanted to ask for the participants. The respondents might think about different types of crime. As the result, this will lead to changeable estimates of fear levels. Sanderson (5) stated that “it is therefore necessary to ask questions about specific types of crime, in order to ensure that all respondents are considering the same crime”. This is what every researcher should do when they do the research on fear of crime.

Fear of crime and the age were inconsistent, but fear of crime and the gender have a consistent relationship. In general, women tend to be more fearful than men. Women are more fearful than men of being alone in their own homes and walking in their neighbourhood at night. “Females tend to report greater levels of fears, but males tend to be at great risk of victimization” (Grabosky 1995:2). Women take more precautions against victimization than men do. Women were “also more likely to restrict their behaviour to avoid potential danger” (Sanderson 6). Women were also more fearful of personal crime. Females’ experience with harassment of various kinds can lead to the fear of crime. For example: sexual assault and violence in the family are likely to generate more fear. A crime of rape is a cause of fear in women and this will rise significantly. Women do not only fear violent act of rape but also the aftermath of rape. Keane (1995) stated that there were two types of fear: concrete fear and formless fear. Concrete fear is “the fear associated with certain crimes.” Some criminal activities are more likely to bring fear than others. For example rape brings out more fear than theft in women. The formless fear is less specific fear of crime. Both older and younger women may have a different cause for their fear. As women get older, they were more concerned about their physical injury and the potential of harm.

Many children prefer to stay on the streets at night rather than return home because of their fear of being abused at home. There are other factors that can be linked with fear of crime, such as lack of quality education, being an ethnic minority group, social economic disadvantages, and those people who are in poor health. Australian people with higher levels

of education and income tend to be less fearful because the wealthy people can afford a better security. People who are from lower incomes status are more likely to be fearful because they could not afford to buy the security measures. They might live in a higher crime neighbourhood. The low-income and single adults are most vulnerable (high risk and high harm), and often can do little to prevent being victims of crime.

## **Factors contributing to fear of crime**

Personal experiences and the media misinformation can be identifying as factors contributing to a fear of crime. Many senior citizens have personally experienced some incident that generates a fear of crime. The following example is taken from Mr. James Graham, President of the Geraldton and Districts Senior Citizens Action (2002:482) told the committee:

‘One thing that we are looking at is the welfare of our members, especially their safety ... Our members come to us with problems all the time. Their doors have been smashed and kicked in and they are absolutely petrified to go outside their houses... All these people are locked in their homes- It is a terrible business. We are trying to do something to improve their lifestyle, but they are frightened to go out. When the sun goes down, they lock themselves up’.

People who been previous victims of crime or through the experience of relatives and friends who were victims can lead to a greater level of the fear of crime. People who have been victims of burglary, car theft and frequently receivers of “prank” telephone calls tend to be more fearful. In a woman who has been harassed from strangers, fear of crime is very intense than those people who has not been harassed. As a result of this, there is a high chance of fear of victimization. From this finding, the threaten behaviour came from sexual violence and as a result of this leads to fear. People seeking crime information rely on the primary source such as the media, newspaper, radio and television. The media reports the most interesting stories. The media often will provide more information about the most violent crimes to capture the public attention. Based on the Warr (2000), it stated that “media outlets may be particularly likely to use this sensationalist coverage of crimes as a way of attracting a larger audience, or using crime news as fillers when there is a shortage of other stories.” Fear of crime will increase when the media focuses on the victimization specific groups, for example: elderly. Elderly people can easily become a target of crime because of their physical inability



to stop the attack. People get other sources of information from friends, neighbours and the community groups.

There are six other factors which appear to contribute to fear. They are defencelessness, environmental clues and conditions, personal knowledge of crime and victimization, confidence in the police and criminal justice system, awareness of personal risk, and serious of various offences.

First, people feel defenceless when they cannot protect themselves physically. There are four groups that fall into this category such as the elderly, women, poor and ethnic minorities. Second, people may be more fearful of criminal victimization when their immediate environment feels threatening, for examples: noisy neighbours and loud parties. When a person do not have a friend in the neighbourhood close by but lives in isolation, he or she will be more likely to have greater level of fear of crime. Neighbourhood friends can help each other and creates a strong sense of neighbourhood unity and community. Third, there is a link between fear of crime and knowledge of crime. People who have been victimized or know others who have been similarly victimized will tend to be more afraid. Fourthly, persons who believe that the police are useful and well-organized in handling crimes and dealing with criminals will be less likely to fear crime (Baker et al. 1983, Krahn and Kennedy 1985). Fifthly, individuals who feel that they are at higher risk of being victimized, the person will likely to be fear of crime. Sixthly, “the risks of victimization were thought to be high, this would not generate fear if that particular offence were evaluated as being trivial” (Warr and Stafford 1983).

### **Fear of Crime: Ethnic minorities and international students**

The definitions of race and ethnicity are the main points to look at when fear of crime and ethnic minorities are discussed. Race is defined as “not a biological given but a social construct, based upon perceived differences between groups on the basis of physical characteristics, cultural background and country of origin” (White and Habibis 2007: 232). Ethnicity is far more than cultural differences between social groups, for examples: physical appearance, religion, and language. In Australia, ethnic minority is describing individuals whose cultural background is neither from Anglo-Celtic nor Indigenous background. It includes English speaking and non-English speaking migrants.

Those people who are from an “ethnic minority” background are at serious risk of becoming victims of crime than white people, for example: black people. Victims of crime are often targeted based on their age, socio-economic status and where they live. Mixed race people are also more at risk of being victimized (Home Office 2004). About a third of all Australian people felt restricted in the way they live their lives because they feared being racially attacked. Virdee (1995:47) stated:

“The fear of being racially harassed affected the quality of life that many of these people could live. It was an important factor for some in deciding where to live. It placed a number of restrictions on their social lives with some not prepared to go out at night even in or near the area they lived; and some were not prepared to use public transport.”

In recent years, international students who are currently studying or have been study for a long time in Australia universities have been assaulted or even murdered. These are some facts about international students staying in Australia. They come from over 200 countries; speak many different kinds of languages, and they have their own unique personal circumstances for choosing to study in Australia. International students come to Australia to study because “of the quality and international reputation of our education system” (Australian Human Rights Commission: 1). Many international students have experienced some types of discrimination in the community like racial hatred and violence. When a student is assaulted, the researchers would consider whether the student is a victim of race crime, or a general victim of crime. Many researchers have known that international students have experienced racist attacks like verbal and physical. There is often not enough evidence to show whether the crime was racially motivated. It is often challenging to identify any race inspiration in a crime based on a person’s ethnicity. “Appearance is often used as measure of race, and country of birth is used as a proxy indicator for ethnicity” (Graycar 2010:11). When it comes to the media coverage of attack against international students, the public often assumes that the offenders are from Anglo ethnic group. The offenders are not necessary from the Anglo ethnic group, but it can be from other ethnic groups. People do not know exactly who the offender is.

## **Fear and physical environment**

There are three types of propositions and problems of situational fear reduction, such as situational fear reduction in built environment, fear in 'rural' and 'semi-natural' environments, and physical space, social space and the change of determinism. First, the situational fear reduction in built environment was started during the 1980s in North America and Western European countries. It was "shifting the onus of crime prevention away from the government and police to focus on socioeconomic causes of crime" (Walklate 1989). There is an inconsistent finding about the long term benefits to feelings of safety, for example: some people suggests brighter streetlight will improve feelings of safety while others believe there is an increase of fear if they have been seen through brightness. Second, the fear in 'rural' and 'semi-natural' environments has commonly been cited in larger towns and cities. There was a study on women. Women tended to recognize that summer and winter nights were equally dangerous to them. In winter time, there was a chance that the attackers might be hiding in the darkness. In summer time, there were more men around in parks. Third, the physical space, social space and the charge of determinism are very important. The researchers paid more attention to what caused people to fear.

## **Fears and Victimization**

The Queensland Government Statisticians Office (QGSO) (1992) did a sample size of 7,530 households, 6,315 interviews, and the survey population was mainly over the age of 15 years and the residents in private house. The survey showed that there were five types of crimes against the persons: use weapon, assault or attack, violence or threat, theft, and damage to the property. There was a study of the damage to personal property in which the data was gathered for a number of property offences (Queensland Government Statisticians Office 1992). First, the homes of owners were broken into and some of the things in the house were stolen. Second, the home was broken into and destroyed. Third, there was an attempt to break into the home and steal or damage the property.

## **Strategies for reducing fear of crime**

### *Target the sources of anxiety*

It is very important to know and understand all the causes of and distribution for fear of crime. More attention should be paid to people's concerns. There is an anxiety among

elderly because public transport is not readily accessible and they may not feel safe using public transportation. The Attorney-General's Department (1998) stated that "teenagers and younger people often report the greatest concern about using public transport, senior citizens often indicate that they do not use public transport at night; but it is not always clear whether this is because fear of crime or for other reasons". There is a big concern for a minority of older citizens when it comes to the public transport. When people reach the age of 50 and over, the rate of travelling on the local train network is truly safe for them. Further studies are needed on seniors' citizen's eagerness to use the public transport system.

### *Tidy up the neighbourhood*

Physical and socially rude behaviour or language contributes to fear of crime. Cleaning up litter and erasing writings on walls will contribute to a greater feeling of security especially among the senior people. These strategies can only reduce the fear. It is not a solution.

### *Deal with primary social problems*

Social problems like social isolation may lead to fear. James & Graycar (2000) stated that "with specific regard to seniors, a holistic approach that seeks to reintegrate them into their communities and deal with the anxieties associated with ageing is most likely to be effective."

### *Provide victim support*

Victim support especially for the elderly is very important because they have a high fear levels before and after victimization. Victim support can be prevented an increase of fear in victims of crime.

### *Meet the needs of specific groups*

The needs of some groups are harder to meet than other groups, for example; it is very difficult to provide the information about safety to non English-speaking, and those people who are isolated than people who understand English and do not isolate themselves. Elderly people who are more involved within their community are easy to reach. They are less likely to be the people who suffer from fear of crime.

### *Police strategies for reducing fear*

Cordner (2010:15) has summarized how policing might reduce fear. There are twelve ways of fear reduction strategies. First, fear reduction strategy is when police reduces crime, it reduces fear. Second, when there is more police patrol the street, it reduces fear. Third, when people see more police on the street, it reduces fear. Fourth, when the police take a quick response, it reduces fear. Fifth, when police solve the crimes, it reduces fear. Sixth, when police makes a tough target, it reduces fear. The seventh way is to put more street lightening. This can reduce fear. The eighth way is about the relationship between the police and the communities. This can reduce fear. The ninth way is about the communities should trust in police. When they do, this will reduce fear. The tenth way is about the communities should give all the details to the police. When they do, it will reduce fear. The eleventh way is to reduce disorder. It will reduce fear. The twelfth way is police should targeted response. This will also reduce fear. From these twelve ways of fear reduction strategies, it can be cluster into six. They are the following: traditional approach, professional policing, crime prevention, community policing, and problem oriented policing.

According to the traditional approach, people believed that crime should be reduced in order to reduce fear. The problem of this approach is some people feel safe but they still feel fearful. In this situation, there is something else needs to be done. For the professional policing, people relied on more police patrol, more police visibility, how fast the police response and how police solve the crimes. Greenwood and Joan (1975:16) stated, “the Rand Corporation study of criminal investigation found that 80 percent of reported crimes are never solved (this is still true more than 30 years later) and that detectives make only limited contribution to crime solving.” In the crime prevention, people use locks, alarms, CCTV, dogs and guns to protect their own property and they will feel safe when these things are around. There is one way in crime prevention to reduce crime is to improve street lightening. Based on the Atkins, Sohail, and Angele (1991) stated, “Street lightening can improve women’s perception of safety at night.” In addition, Painter (1996) has mentioned that “increase pedestrian use of public spaces after dark.” Another way to look at in crime prevention is community crime prevention. Police are encouraging all neighbours to watch out for each other through Neighbourhood watch. Based on the Weisburd and Eck (2004), Skogan (1994), Frydl (2004) and Braga (2008) stated, “the strongest evidence about police effectiveness in general favours targeting more than anything else, that is, policing focused

on specific places behaviours.” It is the most successful to reduce fear of crime is when police target the specific crime.

## **Dealing with fear**

People can deal with fear in nine ways. The first way is that people should be aware of their own warning signs. People should know where and when they begin to experience fear or anxiety. A person who is angry and a person who feels fear can be quite different. Goleman (1995) used metaphoric terms for anger and fear, “our blood ‘boils’ when we experience anger, but it ‘runs cold’ when we are frightened”. The second way is that people should understand that fear is a normal reaction. When a person faces a challenge situation, they will experience “a quickened heart rate, a rise in blood pressure, stomach turbulence, muscle tension, and a heightened awareness” (Adler, Rosen and Silverstein 1998: 175). Fear can be a normal response for some people, for example among athletes who can use their fear to improve their performance. For other people fear can be a dangerous response, which may cause a person to freeze or choke when they feel tense. The third way is that there is a visible ways to determine whether a person is experiencing fear. Body language is very important. One way of detecting fear is to listen to their voice and another way is through eye contact. The fourth way, people should determine whether their fear is related to certain situations and avoid those situations if possible. The fifth way is to use behavioural techniques that can reduce the feelings of fear. The sixth way is that preparations can reduce fear. People should know their goals and their strategy, and this will probably help to control their own fear. The seventh way is that people should act with confidence. The eighth way is that people should try not to make a quick agreement. Finally, people should find ways to reduce their stress levels. There is one effective way to reduce stress level, which is by exercise and a regular exercise program.

## **Conclusion**

Many people do not feel safe in their communities. There are large number of factors associated with fear of crime, such as having been a victim of crime, knowing someone who has been victimized, and the sensationalism of the media coverage. Offenders often do not get a harsh punishment but receive lenient sentence which can be linked with fear in the community. The House of Representatives in Australia believe that the community would feel safer only if the police are clearly visible. The Australian people believe that reducing the

fear of crime and crime itself can be a challenge. Some of the strategies for fear reduction is for the involvement of the police, the local government and community safety agencies. The Australian government alone cannot solve the problem and individual Australians need to take personal responsibility for taking basic crime prevention, for example by caring for their neighbourhoods.

## **Chapter 5**

### **Hate Crime**

#### **Introduction**

When people think of hate crime, they think hate crime has to do with racist and homophobic. Hate crime cannot simply describe as a type of criminal behavior. The word 'racism' has drawn a public attention. In Europe (France, Britain, Italy and Germany), the media has drawn special attention on the "migrant problems". It brings the attention to Australia. In this essay, it will start of by defining what is hate crime and by constructing of it. Next, it will summarize the evidence of hate. Thirdly, it will briefly describe what the problem is in hate crime. Fourth, it will describe the cultural context of hate crime. Fifth, it will describe the implications of hate crime. Lastly, it describes the legal responses to hate crime.

#### **Defining and constructing Hate Crime**

Hate Crime defines as "violence that is directed at individuals or groups on the basis of their actual or perceived sexuality, disability or membership of a racial, ethnic or religious group" (White and Perrone 2010: 204). Cultural differences, social norms, and political interests are part of the role in defining hate crime. Violence can be seen as assault, homicide, criticism, harassment, or attack on properties. Mainly hate crimes in Australia are against gay men and lesbian women, Indigenous Australian, Arab and Muslim Australian, and those people who are not English speakers. Jacobs and Potter (1998:27) and Lawrence (1999:9) stated, "Hate crime is not really about hate but, rather, is about bias or prejudice." "Hate" in hate crime was not an accurate language used, and in some cases, the behavior is not about hate at all. Hate crime involves targeting of people. Homicide is part of the hate crime, and it has a point by the use of extreme strength and brutality. People who are the victim, they may be tortured before being murdered. Bodinger-De Uriate and Sancho (1990) have stated a following list of characteristics "may indicate that a hate crime has occurred:"

- symbols or words associated with hate;
- activities historically associated with threats to certain groups (e.g. burning crosses);
- jokes which are demeaning and offensive;
- destroying or defacing group symbols;



- a history of crimes against other members of the group;
- crimes occurring shortly after group activities or conflicts involving the group;
- the belief of the victim that the action was motivated by bias;
- perpetrators demeaning the victim's group and exalting their own group;
- the presence of hate group literature; and
- previous hate crimes in the community

Mouzos and Thompson (2000:2) gave example features of gay-related homicide for the last 10 years between 1989 and 1999 in New South Wales.

- Incidents are highly likely to involve multiple offenders, and highly unlikely to involve multiple victims.
- The victim is most likely to be killed in the privacy of his own home.
- The victim is more likely to be older than the offender.
- The victim is more likely to be brutally beaten to death (with hands or feet or some blunt instrument, or repeatedly stabbed to death with a knife or some other sharp instrument.
- The victim is more likely to be killed by a stranger
- The offender is more likely to be aged between 15 and 17 years, and on average is five years younger than the offender of a non-gay-hat homicide.
- Victims and offenders are more likely to be “white”.
- Victims are more likely to be in the workplace than are their killers.

Based on the media image, it saw ethnic minority young people in Australia are bad people. These young people were often seen themselves as homeless, on drugs, drop-outs of school and they were considered as dangerous people. There were two ways of looking at these youth, such as street gangs and street violence. Based on the street gangs, the media reports all gangs were dangerous and threatening. White and Perrone (2001; 166) stated “stereotypes, low social status and male aggressiveness were all ingredient in the reason why young people from diverse ethnic backgrounds engaged in street violence.” The violence has to do with racial and ethnic individuality. In Australia, street and school fights were the most common incidence.

## **Identifying Hate Crimes**

There are many signs of hate crime. Sherry (3) has included the following: “words or symbols connected with hate, demeaning jokes about a particular group, the destruction of group symbols, a history of crime against a group, a history of hate crime in the community, and the presence of hate group literature.” Most researchers want to look at specific area of hate crime motivation, for example: violence against gays and lesbians. Based on the Van de Ven’s (1995) research on violence against gays and lesbians, he found that “most of the offenders in his sample had engaged in antigay violence stereotypes.” The most important thing to know about the evidence of hate crime is that there is a continuous of threat with revenge by harassing people or demanding people what to do, for example: forcing ethnic minority to move out of the neighborhood.

When the community ignores the signs of hate crime, the message was sent to offenders that the behavior is acceptable. McDevitt (1989) stated, “this reinforces the behavior and empowers the perpetrators to continue and in many cases to escalate their attack.” In USA, August 2001, a 29-year-old African-American lives in Pennsylvania has been shouted by two white supremacists. His white neighborhood did nothing to support him. Three weeks later, the two white supremacists invaded his home and brutally beat him and his wife. He felt so lonely, hurt and no one from their neighbor cared about him and his wife. He decided to move to another community.

## **The Problem**

In the communities, people have been verbal abuse, vandalism, or physical violence due to the following: Aboriginal, Asian, Jewish, Muslim, gay, lesbian, disabled, women, and elderly. Attorney General’s Department of New South Wales (2003) stated “a recent survey of over 600 gay men and lesbians in New South Wales found more than half reported having experienced one or more forms of homophobic abuse, harassment or violence in the previous 12 months, with 85% reporting such abuse at some point in their lives.” The non-English speaking community leader has noticed that it has been increased of physical and verbal attacks against Asian Australian. Cunneen, Fraser and Tomsen (1997:12) stated “the types of incidents which have been reported in the media have included: racist abuse against Asian students and, in particular, Malaysian students at RMIT in Melbourne, a Chinese women

being attacked with hammer in a public toilet in Chinatown in Sydney, Singaporeans in Rockhampton spat upon; and a woman allegedly pelted with eggs.”

Women did not commit a heavy involved in serious or physical violence. They did commit a minor act of verbal abuse and harassment. It was a mistake to distinguish those people who acted as a prejudice as a bad people. Hage (2006:13) stated, “Racism (and other forms of group hate) may be felt by ‘normal’ people who ‘feel morally righteous and justified in having the attitude towards certain others that they have.’”

## **The Cultural context of Hate Crime**

Mason (2008) stated that “We live our lives through a spectrum of socially constructed identities that craft (but do not determine) our sense of who we are, how we should behave, with whom we should socialized, how we dress, who we should love, who we should hate and so on.” Heterosexual and homosexual were the two examples of value judgment and stereotypes. It was more likely to be ‘in-group’ and ‘out-group’, for example: heterosexual was natural and homosexual was unnatural. The dominant groups can be seen as a superior than minority groups. There will be a group stand on the top while the other group must be at the bottom. Hate crime follows these rules. Mason (2002:97) describes hate crime as telling the victims, “and all who identify with them, that they are outsiders, do not belong, are not wanted and, ultimately, are inferior.” Perry (2001:56) has further suggested that “hate crime is a means of ‘doing difference’ that provides a context in which the perpetrator can reassert his or her hegemonic identity and, at the same time, punish the victim(s) for their individual or collective performance of identity.”

Racist, homophobic or anti-Semitic acts of violence and abuse are examples of hate crime behaviors. There was a shift in the patterns of hate crime across time between places. The following three examples will show it why it is the case. First, in 1980s and early 1990s, there were many thing has been going on, such as Asian migration, unemployment, and socio-economic disadvantage. There was a racist abuse and violence against Asian Australian. Second, in 1991, National Inquiry into Racist Violence by HREOC reported, “that the primary victims of racist violence in Australia appeared to be Jewish, Aboriginal, Asian and Arabic/Muslim communities” (Mason 2008:186). Third, in 2003, HREOC was so much concerned abuse against Arab and Muslim population. The researcher found that “Australian

Arabs and Muslims report experiencing higher levels of racism, abuse and violence following 11 September 2001” (Poynting & Noble 2004).

## **The implications of Hate Crime**

Hate crime affects individuals and communities. Individual victims will react to being targeted for hate crime as anger, fear and anxiety. As a sexual assault, “hate crime also has the capacity to create a ‘climate of unsafety’ amongst those who identify with the victims and thereby see themselves as potential victims as well (Stanko and Curry 1997).

Hate crime can “engender a plethora of daily routines or regular habits designed to maximize one’s safety” (Mason 2008:187). Those people who have been targeted, they will try to avoid going to places where they think it is very dangerous, they will change the way they dress.

## **Types of hate crime**

There are five types of bias crime offenses reported in the United States, such as racial bias, religious bias, sexual-orientation bias, ethnicity or national origin bias, and disability bias. First, it is the racial bias. The racial bias has a largest reported of all other bias based on the law enforcement agencies. It has “4,724 single-bias hate crime offenses were racially motivated” (Uniform Crime Report 2007:2). Based on the Uniform Crime Report (2007:2), there are five types of offenses: anti-black bias, anti-white bias, bias against groups of individuals consisting of more than one race, anti-Asian/Pacific Islander bias, and Anti-American Indian/Alaskan Native bias. The percentage of each type of offenses is in the following:

- 69.3 percent were motivated by anti-black bias.
- 18.4 percent stemmed from anti-white bias.
- 6.0 percent were a result of bias against groups of individuals consisting of more than one race (anti-multiple races, group).
- 4.6 percent resulted from anti-Asian/Pacific Islander bias.
- 1.6 percent was motivated by anti-American Indian/Alaskan Native bias.

Law reinforcement agencies have reported that there are 1,477 offenses on the religious bias. Based on the Uniform Crime Report (2007:2), there are seven types of religious bias, and they are anti-Jewish, anti-other religion, anti-Islamic, anti-Catholic, anti-multiple religious,

group, anti-Protestant and anti-Atheism/Agnosticism/etc. The percentage of each type of offenses is in the following (Uniform Crime Report 2007: 2-3):

- 68.4 percent were anti-Jewish.
- 9.5 percent were anti-other religion.
- 9.0 percent were anti-Islamic.
- 4.4 percent were anti-Catholic.
- 4.3 percent were anti-multiple religious, group
- 4.0 percent were anti-Protestant.
- 0.4 percent was anti-Atheism/Agnosticism/etc.

For the sexual-orientation bias, there are 1,460 offenses have been reported of hate crime. Based on the Uniform Crime Report (2007:3), there are five types of sexual-orientation bias: anti-male homosexual bias, anti-homosexual bias, anti-female homosexual bias, anti-heterosexual bias, and anti-bisexual bias. The percentage of each type of offenses is in the following (Uniform Crime Report 2007:3):

- 59.2 percent were classified as anti-male homosexual bias.
- 24.8 percent were reported as anti-homosexual bias.
- 12.6 percent were prompted by an anti-female homosexual bias.
- 1.8 percent were the result of anti-heterosexual bias.
- 1.6 percent were classified as anti-bisexual bias.

Fourth, it is the ethnicity/national origin bias. From the ethnicity/ national origin bias, there were 1,256 offenses have been reported of hate crime. From these offenses, it focused on anti-Hispanic bias and anti-other ethnicity/national origin bias. The percentage of each type of offenses is in the following (Uniform Crime Report 2007:3):

- 61.6 percent were anti-Hispanic bias.
- 38.3 percent were anti-other ethnicity/national origin bias.

Lastly, it is the disability bias. From the disability bias, there were 82 have been reported of hate crime offenses. From these offenses, there were two types of offenses: anti-mental disability and anti-physical disability. The following offenses have shown in numbers (Uniform Crime Report 2007:3):

- 62 offenses were classified as anti-mental disability.
- 20 offenses were reported as anti-physical disability.

## **Legal responses to Hate Crime**

Law is one of the major responses to hate crime. Hate crime is a worldwide issue. United States, United Kingdom, Australia, New Zealand, Canada and many European countries, all have this law on hate of crime. In Australia, New South Wales, Victoria, Queensland, South Australia and Australia Capital Territory are the only states that have created a criminal offence of “ ‘serious vilification’ under anti-discrimination law” (Mason 2008:187). In New South Wales, people who incite hatred towards other persons or a group of people based on their race, homosexuality or transgender and they do it by physical harm, the serious vilification will be used under anti-discrimination law. Australia, United Kingdom and the United States protect all races.

## **Models of Hate Crime Law**

There are three broad models of hate crime law: penalty enhancement model, sentence aggravation model, and substantive offence model. In the penalty enhancement, “it imposes an additional maximum or minimum penalty on specified pre-existing offences if the conduct is motivated or aggravated by racial, religious or other forms of prejudice or hostility” (Mason 2010:5). In Western Australia, for example, the maximum term of imprisonment for common assault is 18 months. If a person or people who committed the racial anger, the maximum penalty is three years imprisonment. For the sentence aggravation model, it allows more legal judgment than penalty development. In 2003 and 2006, New South Wales and Northern Territory have used the sentence aggravation model. In New South Wales, it is an annoying factor at sentencing if (Crimes (sentencing Procedure) Act 1999):

“the offence was motivated by hatred for or prejudice against a group of people to which the offender believed the victim belonged (such as people of a particular religion, racial or ethnic origin, language, sexual orientation or age, or having a particular disability.”

The last model is substantive offence model. The substantive offence model is “a diverse body of provisions that criminalize conduct that promotes incites or motivated by prejudice

or group hate” (Mason 2010:6). New South Wales, Victoria, Queensland, South Australia and the Australia Capital Territory are examples of substantive offence model. In 1989 New South Wales, for example, the first state introduced the provisions. It includes race, homosexuality, transgender and HIV.

## **Current Strategies for Arab and Muslim Australians**

### *Crisis Responses*

Arab and Muslim Australians have been closely special attention in public within Australia and internationally. These crisis responses can also apply to all minorities. There are six ways of looking at the responses to crises threatening the safety and security for Arab and Muslim Australians. Killeen (2000:97) has stated the following responses as:

- 1.) Promote positive public awareness about Arab and Muslim Australians
- 2.) Show support and solidarity with communities under attack
- 3.) Protect the safety of Arab and Muslim communities
- 4.) Empower Muslim and Arab communities to tackle issues affecting them
- 5.) Ensure complaints about discrimination and vilification are treated seriously
- 6.) Challenge stereotyping, discrimination and vilification

### **Federal Government**

After the attack on World Trade Center in the United States on September 11 2001, Australia Minister for Immigration and Multicultural and Indigenous Affairs, Philip Ruddock spoke on their behalf Arab and Muslim Australians (Killeen 2000:98):

“... I regret and condemn the incidents directed against Australian Muslims, including abusive language and threats of violence. Such incidents merely play into the hands of those, like terrorists, who do not share civilized democratic values.”

In Addition, the Prime Minister spoke out to all Australian people not to hate and anger to Islam. The Muslims should deserve the respect.

## **Future Strategies**

### **Education**

## 1.) Public Education-

One way to eliminate anti-Arab and anti-Muslim prejudice is to go through education. It needs more from public education and teaches young people, teachers and services about the negative stereotype about Arab and Muslims Australians. One of the examples that Killeen (2000:133) has pointed out, “education and campaigns, no matter how small or large, should focus on similarities not differences between community groups. One message should be that Islam, like all religion, is about tolerance, acceptance and freedom of speech and expression of that religion.” Educating young people, especially when they are young, is very important. They should respect all cultures. Many of the Arab and Muslim kids have been verbal abuse and physical abuse. They were scared to report because the kids believe nothing will change. Everything will be the same as origin.

## 2.) Public language- media

In Australia, the media has made a bias and inaccurate information about Arabs and Muslims. Survey respondents and interviewees were the two examples that could link to prejudice, discrimination and violence on Arab and Muslim. It could lead to negative media portrayals. The following example is about how Arab and Muslim people felt about the media as Killeen (2000:145):

“All of our kids watch TV all the time. Muslims, Christians, Hindus, Jews, whatever- they watch TV. There is a news update and straight away they mention ‘Muslim terrorists’. So straight away it is stuck in the minds that Muslims are terrorists. So when they go back to school they will be discriminated against because they are ‘Bloody Muslims’...I think the media is the main cause because kids are picking on Muslims at school and these kids get it from their parents and their parents get it from the media.”

## **Stopping hate crime**

### *Resource Manual*

In America, every resources and support services should be available to everyone like parents, students, school administrators, law enforcement (police and courts) and communities. The Student Civil Rights Project has created the Educator’s Resource Manual. The Educator Resource Manual talked about hate crime laws and the systematic procedures



to prevent from happening in school and in communities. Every elementary school to high schools will get the Educator's Resource Manual. Law Enforcement and the Victim Assistance Professionals will also get the Hate Crime Resource Manual. The Resource manual, Educator and Hate Crime, will help law enforcement and school educators "to identify incidents when they occur" (Mahoney 1999:312).

### *Raising Student Awareness*

The Student Civil Rights Project has pointed out another issue, and it was about hate crime, harassment and civil rights issues. There were two ways of raising student awareness. One way is the poster and another way is the safety pamphlet campaign. The posters, "designed to promote awareness and reporting of hate crimes among students, spotlight of the Web site and the 'stop the hate' message" (Mahoney 1999:312). The examples of the poster awareness were anti-gay, lesbian, bisexual and transgender violence. The pamphlets "contain basic information about harassment, hate crimes and civil rights issues as well as comprehensive and inclusive resources that students can access if they have been victimized" (Mahoney 1999:312).

### *The Community Outreach*

The Student Civil Rights has outreach to the following: church organizations, youth groups, advocacy group and civil rights organization. There were two sessions from the community outreach. The first session was to raise awareness of hate crimes. "Presentations were given by the Attorney General's Office, Anti-Defamation League, Provincetown Police Department, Facing History and Ourselves, and other civil rights advocates" (Mahoney 1999:312). The second session was more about hearing students and youths from the community. Law enforcement and educators were interested to hear from the students' point of view on hate, prejudice and violence in schools. The sessions "are inclusive and cover issues of hate and bias crimes committed because of someone's colour, culture, national origin, gender, ethnicity, disability or sexual orientation" (Mahoney 1999:313).

When group of people are under threat, the first response is to build unity and social support, for example, gay and lesbian. In Sydney, gay and lesbian group have organized an Anti-Violence Project from the following: the researchers, community and police work, workshops and encourage people to report any attack. There are three other responses like self-defence groups; victims support groups, and Volunteer Community Street Patrol.

### *Media Assistance*

In the Massachusetts, USA, the Student Civil Rights Project used the media to discuss about hate, bias, prejudice and violence in school. There was a channel on television in the United States showed a program called “The Teen Files: The Truth About Hate”. This program examines in the Massachusetts town, which it has been affected by hate and prejudice. “The curriculum integrates media literacy with web technology and offers many opportunity for classroom discussion, reflection and integration of student concepts, ideas and strategies to reduce hate and violence” (Mahoney 1999:313).

In the United States, the Task Force and the Student Civil Rights Project made a public announcement that they were urging all witnesses and victims to report to the police by dialling 911 or going to the local police department.

### **Conclusion**

Hate crime can involve the following: negative stereotyping, prejudice, and discrimination. Hate crime is about dominant groups targeting the minority groups. Young men may be the primary people who do commit hate crime. One of the initiatives of the Student Civil Rights Project was the online database. In the database, it lists the resources available to everyone. The most important thing for everyone in the United States was to encourage students to report any incidents of hate, harassment, and violence whenever and wherever they happen.

## **Chapter 6: Methodology**

### **Introduction**

Many social researchers use the survey method. "Survey research is the collection and analysis of respondents' (people, organization, or other group who respond to the survey) answers to the same set of structured questions" (Walter 2006:189). There are five stages of survey research process, such as research formulation and method selection, selecting your sample, survey development, implement the survey, and analysis, interpretation, and presentation. The first stage is research formulation and method selection. There are three main areas to look at. First, it needs to develop the research questions. It needs to know what survey instrument before developing the questions. Second, the researchers need to see whether the survey is the best way to do as the research method. Third, the researchers need to find out how to collect data." If the survey is the best method who or what, will be our respondents?" (Walter 2006:194). The second stage is selecting the sample. There are four ways to look at this stage. The first way is defining the population. The second way is selecting an appropriate sampling frame. The third way is selecting a method of sampling. The final way is to decide the sample size and select sample. The sample size of this study was 195 respondents. The third stage is survey development. This survey is most suitable for self-administered. It was used the survey monkey website. The next step was to develop the survey questionnaire. The fourth stage is to implement the survey. This stage is to start the survey and collect the data. At this time, it needs to be careful about recording. The final stage is analysis, interpretation, and presentation. Once all the results are in, it is time to interpret the findings. It begins to write up the results section.

### **Procedure**

The thesis started off by filling the form from Human Research Ethics Committee (HREC). It has to complete and submit the form to HREC. The decision is usually takes a week. Once it has been granted for this project, my supervisor and I will decide what to do next. The next step is by asking International Services approval. We have a short meeting with International Services staffs like Paul Rigby (Director of International Services), Sue Lacey-Laweczko (Deputy Director of International Services), Catherine Kirkman (Senior

International Students Advisor), and Matt Anning (International Students Advisor) for a permission to do this personal safety and security survey. After they have given me a permission to do this survey, I have design the survey questionnaire. The best way for international students to do the survey without knowing who did the survey was to put the survey questionnaire in survey monkey website. In July and August 2010, Matt Anning wrote an e-mail and put the UTAS newsletter to every international student about my survey. Even he encouraged every international student to take their moment and let their voice be heard.

## **Research Design**

From the survey monkey website, there were 36 survey questionnaires completed. The survey questionnaire was divided into four parts: general information, personal safety and security issues, perceptions of safety and making things safer. I have used different kinds of questions to get different kinds of answers. The questions that I used were descriptive questions, contrast questions, opinion questions and feeling questions. The descriptive questions asked about “descriptions of places, people, or experiences” (Travers 2006 in Walter 2006: 94). The example of descriptive question was where do you feel most safe? Why? The contrast questions asked “interviewees to make comparisons of situations or events, and then discuss the meanings of the situations” (Travers 2006 in Walter 2006:94). The example of contrast questioning was How safe do you feel in Hobart compared with other places you have lived and/or visited? The opinion questions wanted “to gain access to or understanding what people think about an event or issue” (Travers 2006 in Walter 2006:94). The example of opinion question was any other comments or suggestions on the personal safety and security issue. The feeling question wants to understand how the international student’s emotional response on the issue, for example: what do you think the police can do to make you feel safer? The following sample research questions were just a taste of what the questions were like. In order to view the whole survey questionnaire, it can be review from the index.

### **Sample Research Questions:**

#### **A.) General Information:**

1.) Are you male or female? Male \_\_\_\_\_ Female \_\_\_\_\_

#### **B.) Personal Safety and Security Issues**

9.) Are you concerned about your personal safety when you are

	Yes, a lot	Sometimes	Not Much	Never
at the university	_____	_____	_____	_____
in town	_____	_____	_____	_____
in Sandy Bay	_____	_____	_____	_____
in other places?	_____	_____	_____	_____

C.) Perception of Safety

26.) I am worried about my personal security on campus

	Strongly Agree	Agree	No Effect	Disagree	Strongly Disagree
During the day	_____	_____	_____	_____	_____
When it gets dark	_____	_____	_____	_____	_____

D.) Making things safer

30.) Do you think the University can do anything to make you feel safer?

Yes \_\_\_\_\_ No \_\_\_\_\_

If you answer yes, please tell me what the university can do to make you feel safer

\_\_\_\_\_

**Conclusion**

There were four parts of this survey: general information, personal safety and security issues, perceptions of safety and making things safer. For the general information, the questions were basically asking all sorts of questions about them. The personal safety and security issues asked about their understanding of safety and security. The perception of safety questions were mainly asking about their thought and feeling about safety. For the making things safer, the questions were mainly asked international students feedback about safety and security.

## **Chapter 7: Findings from the survey**

### **Discussion of findings**

#### **General Information**

In this survey, there were 195 participants. The result showed that 93 participants or about 47 percent were males and that 102 participants or about 52 percent were females. The participants come from a wide range of age groups. The oldest age is 45 years old and the youngest age is 18 years old. The median age is 22 and 23 years old.

The two faculties in which the international students were commonly enrolled in were Business, and Science and Engineering, and Technology. There were 71 international students majoring in Business, and 66 international students majoring in Science, Engineering, and Technology. The rest of the major that international students have enrolled in were Arts, Health Science, Law, Marine and Antarctic Studies (Institute for), Menzies Research Institute, combine degrees (Law and Arts), Environmental Management, and Plant Science.

At the University of Tasmania (UTAS), international students come from all over the world, such as: China, Malaysia, Saudi Arabia, Singapore, United States of America, India, Japan, France, Thailand, Vietnam, Chile, South Korea, Canada, Denmark, Hong Kong, UAE- Abu Dhabi, PR-China, Switzerland, Lao PDR, HKG, Karachi, South Africa, Taiwan, Bolivias, Brazil, Bhutan, United Kingdom, Lesotho, Kenya, Austria, and Maldives. The two countries that the majority of the international students came from were China and Malaysia. Sixty international students surveyed come from China, and fifty-three international students surveyed come from Malaysia.

There were a wide range of ethnicity of the students' background such as Chinese, Malay, Indian, American/White, Arabian, Japanese, Thai, Vietnamese, French, Latina-American, Melanesian, Korean, Lao, Mosotho, Iranian, Danish, Perankan, Kadazan, Swiss, Bhutanese, Bolivian, Pakistan, Kenyan, Brazilian, European, Austrian, and Maldivian. A majority of international students, about 116, were Chinese origin.

There were more undergraduate international students than postgraduate international students. The result shown that there were 109 undergraduate students, 70 postgraduate by coursework students, 9 postgraduate by research students, 2 honours students , 1 English Language Centre (ELC) student, and 1 study abroad student.

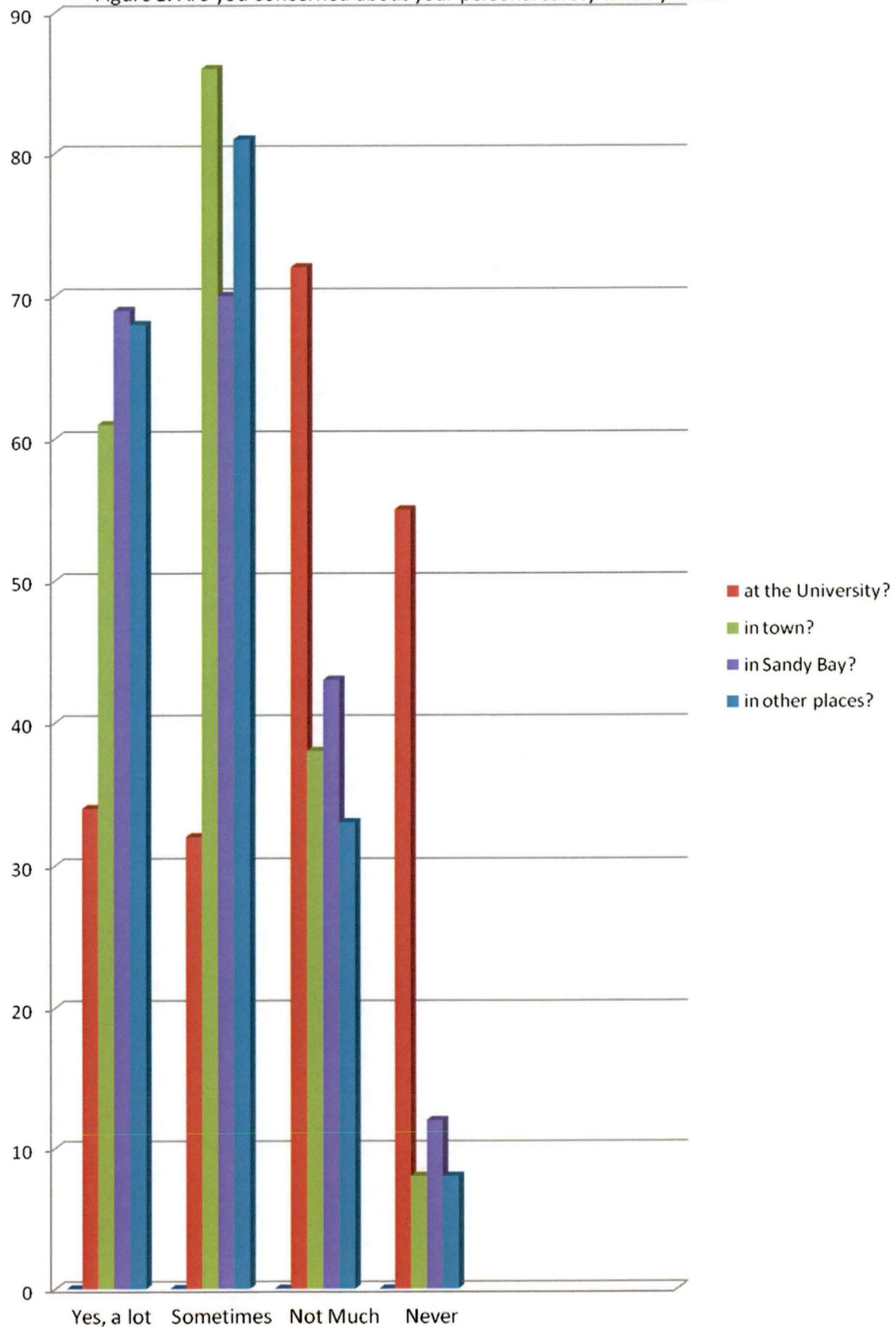
The International students who were surveyed, lived in different suburbs: such as Sandy Bay, Hobart, Battery Point, Dynnyre, South Hobart, New Town, Lenah Valley, North Hobart, Glenorchy, Moonah, Canton, Warrane, Glebe, Lower Sandy Bay, Blackmans Bay, and Mount Stuart. The result showed that there were 103 international students live in Sandy Bay area.

The survey result showed that there were wide ranges in the number of years that international students at UTAS have studied. The longest duration of study by international students at UTAS was six and half years. The shortest duration of study by international students at UTAS was only three months. The middle range in the duration of study were between two years and one and half years. Many international students have studied at UTAS for more than one year.

### **Personal safety and security issues**

In figure 1 “Are you concerned about your personal safety when you are at the university? In town? In Sandy Bay? In other places? ”, the results showed that international students were not so much concern about their personal safety when they were at the university but were sometimes concerned about their personal safety when they were in town, in Sandy Bay area and in other places.

Figure 1. Are you concerned about your personal safety when you are





The International students surveyed had given different answers in response to the question: “Where do you feel most safe?” The answers they gave were Sandy Bay, Town, Hobart, home country, house, hospital university, friend’s house, accommodation, apartment, Battery Point, car, city centre, city, Christ College, Churchill Avenue, Edith Avenue, flat, lodge, everywhere, places where there are older people around, public places, shopping centre, supermarket, South Hobart, and work place. The places where the majority of the international students feel most safe were at *home* and at the *university*. One of the reasons given by international students for choosing home as the safest place was “*you can lock the door and if someone wants to break in, you can call the police at once.*” International students chose the university as a safe place because the “*university would concern our security well and most students and faculty are friendly.*”

Many international students felt safe when they are going to places with their friends. The international students also mentioned that they felt safe when they were walking near the street light. The international students felt safe when they tell their friends where they were going.

## **Hate Crime**

Many of the international students have experienced of hate crime based on their comments: people shouted at them from the car, swear, yelled, and throw things at them. The following were samples of hate crime.

152 of the international students surveyed, which is a large number never received insults or were called names. Strangers in public have called 43 international students names. A full list of comments is provided in Appendix. The most common comments that international students have mentioned were

“they call me f\*\*\*\*\* Asian,” “Bogans: ‘go back to your own country’ and “when I used to walk from home to the university on the Sandy Bay road. The schoolchildren in the bus looked out the window, pointing fingers at me and started saying things.”

In addition, there was a large number, 129; strangers have yelled at international students. A full list of comments is provided in Appendix. The comments international students have mentioned were

“go back to your country,” “I was walking along Sandy Bay road at the afternoon on Saturday, a car drove by and yelled “F\*\*\*\*\* Asian” to me,” and “one day, it was at dusk, while I was walking at Salamanca with my friends (all Asian students), some white teenagers approached to us with a car and rolled down the window, shouted: “F\*\*\* Asian!” But when we realized what happened, they just drove away with laugh!”

72 of the respondents said that they have come across someone who threw things at international students in Hobart. This is described in Appendix. There were three different places people throw things at international students: Sandy Bay, Battery Point, and Tasmania University Union (TUU).

- 1.) “My friend was disturbed by being thrown bottles when she’s making a phone call at a phone booth near the Woolworth at Sandy Bay.”
- 2.) “At was in Battery Point with four friends, outside my car. We were hugging one of my friends because she was leaving to Europe the next day. Suddenly, a car drove pass and some guys throw us some water bombs.”
- 3.) “When I was waiting my bus at the station in front of TUU (Tasmania University Union), some person thrown eggs or water balls at me.”

## **Victims of crime**

From the result, it showed that international students have been victims of crime. In addition, international students have been victims for the past two years. The word “victims or victim” mean(s) a person or groups of people who have suffered harm, including “physical or mental injury, emotional suffering, economic loss or substantial impairment of their fundamental rights” (United Nations for Drug Control and Crime Prevention 1999). International students have suffered from attackers who threw eggs at them and heaped of

verbal and physical assaults on them. International students can be considered the primary victims. Primary victims are defined as “those who suffer directly as a result of a crime” (Cook et al. 1999). International students can be considered at high risk of crime and higher impact of crime than local students. After the incidents in Hobart, international students who were attacked may suffer post-crime trauma; fearful for their lives, and restricting their activities and friendship connections. “The impacts of crime vary depending upon the nature of the person, the type of harm, the social networks of the victim, the community context, and so on” (White and Habibis 2007: 307). Crime in Australia tends to be concentrated on a particular group of people: Asian students and in particular places such as the Sandy Bay area. Many international students do not want to report the incidents to the police because they feel there is very little the police can do about it.

It is very important to help the victims. There are eight needs of victims of crime: support, information and knowledge, choices, their voices to be heard, receiving immediate help and advice, follow-ups by police and the criminal justice system, a coordinated system of services, and sensitivity and understanding. First, the support the victims need may be from their family or friends, or victim support agencies, for example: family or friends could give some advices to the victim. They are the primary care needs for the victim. Second, the information and knowledge are available from services, for examples: “on the progress of the police investigation and on the role of the Department of Public Prosecution and likely timeframes of prosecution” (White and Perrone 2007: 315). Thirdly, accurate information that allows the victims to make their own choices is needed. Fourthly, victims need to have their say and be heard. Fifthly, for the victims who receive “positive support and advice the easier the recovery will be” (White and Perrone 2007: 315). The victims should keep informed by the police investigators and prosecution on the progress of any follow-ups. The victims should be notified on what help is available from the police. Lastly, victims should not feel they are left alone and know that their family, friends, police, and service providers have a clear sensitivity and understanding about their needs.

There were 25 respondents who have answered “yes” to the question on whether they were victims of crime. The main response to the nature of the crime was theft/burglary, which occurred mostly in Sandy Bay. The other crimes were physical threat and assault, and non-physical threat. International students have mentioned other nature of crime, such as vandalism, mental threat, and force to withdraw money.

There were 12 respondents who answered 'yes' and 17 respondents have answered 'no' to the question: 'did you report the incident to the police?' Of those respondents who answer 'yes' to the previous question, only two respondents said someone was charged with the crime. The main reason the respondent gave for not reporting the incident was "they did not think police would be able to help me."

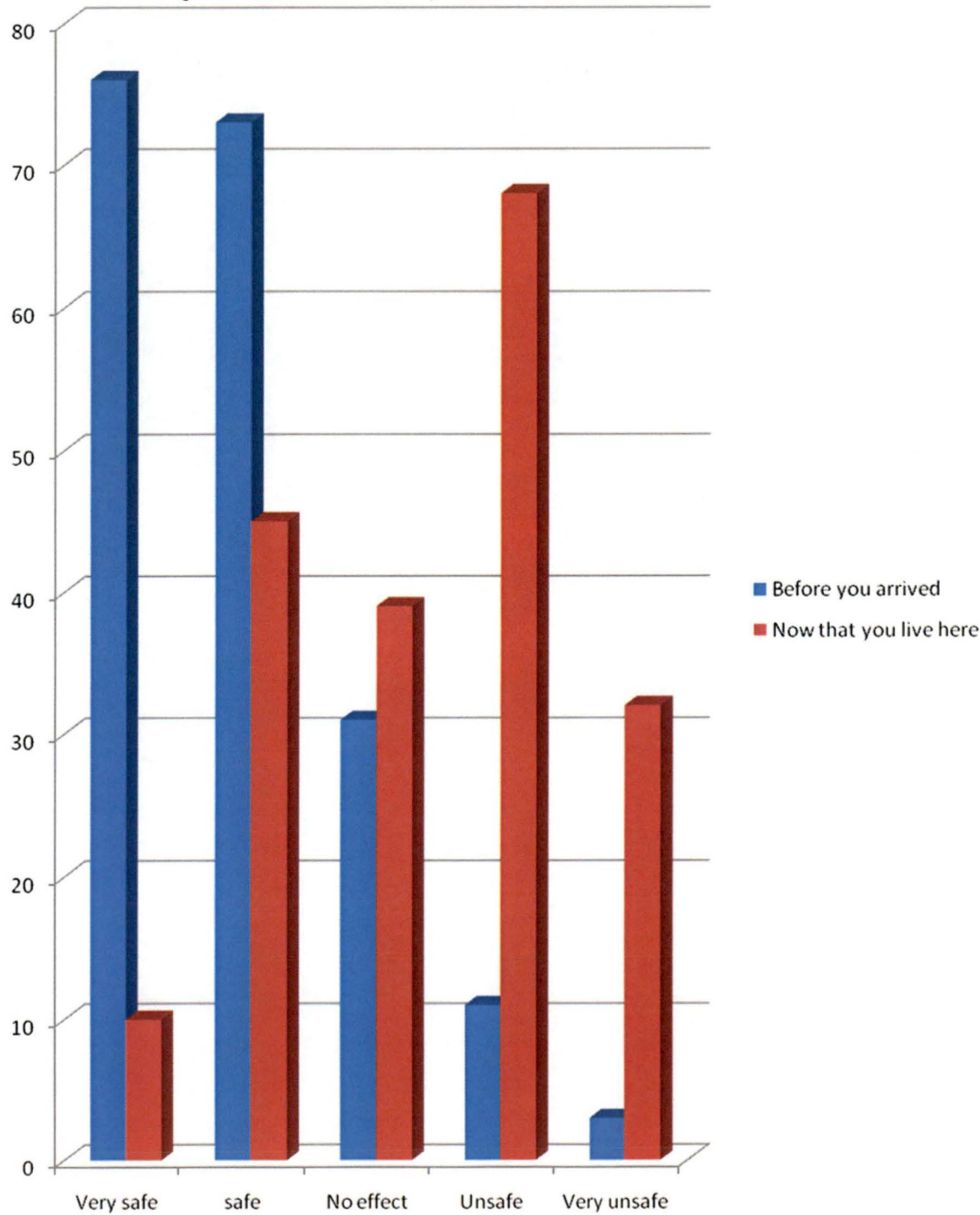
28 respondents had told their friends what happened and 21 respondents told their housemates what had happened. The majority of the respondents said they did not know the person who committed a crime against them. The respondents thought the incidents that happened to them were related to their *ethnicity, nationality, and appearance*. During the incident, the victim is usually one person and the offenders were two to three persons or a group.

### **Perceptions of safety**

Many international students have no concerns about their personal security on campus during the day, but they were very worried about their own personal security on campus when it gets dark. Many international students like to study in the library during the night. As they walked at night from the library to their homes or the bus stop, large respondents said that they felt unsafe.

Figure 2 shows answer to the question "How safe did/ do you think Hobart is/was?" The result has shown that many international students thought Hobart was a very safe place before they arrived. Now living here for a certain time, there was a shift of safety. International students felt Hobart was not a safe place to live. However, when they compared with Hobart and other places they have lived or visited, they believed Hobart is still the safest place to live in.

Figure 2. How safe did/do you think Hobart is/was?



## **Fear of crime**

A majority of international students felt very safe before they arrived in Hobart. Once they lived in Hobart for some time, they felt Hobart was not a safe place to live. One possible reason why international students felt safe before they arrived in Hobart was they knew their own culture. In their own country, they were quite safe to go out in the dark. Once they moved to Hobart, the culture was quite different. Hobart is not a safe place to go out especially on the weekend. There were many drunk people who come out at night and look for trouble. There were two possible reasons why they felt Hobart was not a safe place to live in. First, in 2009, there was a Chinese international student who was murdered. Second, in recent incidents, there was a lot of yelling and throwing things at international students. When these incidents occurred, many international students were so afraid, they did not go out at night. Crimes are everywhere in the world. Some crimes could be avoided. In order to reduce the crime, people have to be aware of their surroundings. Crimes can be seen from small things (stealing personal belonging) to big things (breaking the house, or killing people). A majority of crime occurs when international students did not pay attention of their belongings. They left their things unattended. Once they found out their personal belongings are gone, it is too late.

There were 27 international students who have been continuously harassed in Hobart. One comment given by a harassed student was a *“hooligan who drove poor cars with P license passed then yelled and provoked then drove back beside me several times when I was walking to supermarket after class.”*

## **Making things safer**

117 participants believed that the university could make the following adjustments to make international students feel safer. The list of suggestions includes:

1.) *The university needs to build more streetlights.*

- The campus is too dark.

2.) *The university needs to hire more security guards.*

- International students cannot see university security guards when they need help.

3.) *The university needs to put more CCTV.*

- CCTV can record everything that has happened. In addition, it provided an evidence for police.

4.) *The university needs to put more security buttons and easily to be seen.*

- International students do not know where the security buttons locate.

5.) *More security patrols are needed around university area as well as the streets nearby.*

- International students do not see any security patrol around university and the street at night.

6.) *The university needs to provide shuttle bus to give students lift home when they have to go home very late.*

Problem:

- The university provides shuttle bus for students who live in Colleges (St. John Fisher, Christ College, and Jane Franklin) and University Apartment.
- There is no shuttle bus run on the night time.

7.) *Tasmania needs to provide an education class to the local youngster.*

- Example: it needs to talk to local people about stop bullying international students.

8.) *The university and the government need to post Anti-racist poster.*

- The Anti-racist poster shows a 100% support from the university and the government.

9.) *Call upon police and government to take further prevention measures to increase the safety of students.*

- Any little details about safety of international students could prevent crime.

*10.) Call for an alcohol free environment in the university*

- In the university area, university should ban alcohol.

*11.) Put lectures at earlier times rather than in the late hours of the day.*

- In wintertime, it is not safe for all students who have to attend lecture late.

*12.) Promote better communication/contacts standards between the students and the security.*

- The university should make it clearly about safety and security for every international student.

Many international students believed that the police officers should patrol more often at night. In order to improve security services on campus, the university should put more CCTV and hire more security officers.

The two best things that the students enjoy about living in Hobart based on the respondents' responses are the nice and friendly people and that it is a small city, which is easy to get around. The worst thing about living in Hobart based on the respondents' response was that the shop closed too early.

International students have made comments about crime prevention or safety suggestions. They were 1) to go to places with friends and never alone 2) to tell your friends where you are going, and to drive to places instead of walking whenever possible. In addition, international students have made other comments and suggestions on the personal safety and security issue. The additional comments were to stay aware and to be cautious about their safety during their stay in Australia. The students encouraged other students to look after themselves in the best possible way when it comes to personal safety and try not to make personal belongings obvious to others that encourages theft: to carry laptops in not so obvious bag, to keep mobile phones/purse in pockets/bag, and keep alert to their surroundings. Further comments from students' thoughts on crime prevention, safety suggestions, and person issues can be viewed in the appendix.



## **Crime Prevention**

People can reduce the crime by locking their house doors and windows. Hazlehurst (1990:3) have mentioned the “crime prevention by ‘environmental design’ involves the identification and improvement of dangerous features of our environment-such as dark streets, footpaths or alleys; poorly guarded entrances into buildings; or poorly designed housing which invites break and entry or personal attack.” The most fundamental crime prevention was the effort from the communities. If the communities cared and took a big responsibility, then it surely reduced the crime.

There were two possible ways of crime prevention. First, it needed to have a safe neighbourhood. Neighbourhood watch is one of the most significant crime prevention. “Neighbourhood watch can reduce the number of burglaries, break-ins, and thefts.” (Hazlehurst 1990: 23). People should closely work with police or other agencies like teachers and workers. Second, it needed to have a safe street. One of the simple precautions about safe street were walking out with friends.

When the crime involves with harassment or racial attack, the first thing people should report to the police. Hazlehurst (1990:28) stated, “Sometimes ill-feeling based upon misunderstandings which get worse because they have not been addressed directly. Other items it is just two or three people making trouble for everyone.”

## **Conclusion**

The result section contains fascinating findings. Every international student was given the chance to say what he or she thinks about personal safety and security at University of Tasmania in Hobart. Every international student was very concerned about their safety and security when they were in town, in Sandy Bay and in other places. During the day, they felt safe when they were in the university but felt unsafe when they walked at night from the library to the bus stop or to their home. When they go out to places they usually go along with their friends. Theft and burglary were the main crimes in Hobart, Tasmania. They often do not report the incident to the police because they believed that the police would not help much. They contacted their friends when the incident happened. The international students believed that the incident is related to their ethnicity, nationality, and appearance. Despite the

incidents that have happened to them in Hobart, they still believed that the people in Hobart are nice and friendly which is the best thing about living in Hobart. The main encouragement from the international students to each other is that should go out with their friends, never alone especially at night and tell their friends where they were going.

## **Chapter 8**

### **Conclusion**

In conclusion, there were three main discoveries during the process of doing this research project. Approval was required from the Human Resource Ethic Committee (HREC). Approval also needed from International Student Services (ISS). Once the HREC and ISS had approved the project, the second challenge was designing the survey questionnaire. It took some time to write it up. Once it was perfect, the survey questionnaire had to be put up on the survey monkey website. The third task was sending out the message to international students. The purpose of sending out the message was to let every international student know that their safety and security was very important to the university and to the government. There were two ways of sending a message to international students. The first way was sent from International Services. In July and August, International Student advisor has sent a Uni newsletter to every international student. When it drew close to the date line, I had given out a pamphlet to international students. The pamphlet was just a reminder that there was no limited time to complete the survey.

The comments that international students have made about safety and security are quite clear. They need greater safety and security from the police, university, and the government while they live in Hobart, Tasmania. There were several discoveries on how international students respond to safety and security issues. First, many international students agreed that they felt safe when they were at the university, but sometimes they felt unsafe when they were in town, in Sandy Bay and in other places. Second, the majority of international students believed that Hobart was a safe place to live in before they arrived here. Now that they lived in Hobart, they felt Hobart was not a safe place to live in. This is due to their fear of crime. Third, many international students had their own experiences of yelling and shouting by local people. This suggests that there is hate crime in Hobart. Many international students have made these suggestions about crime prevention. The first point was international students should go out with their friends. The second point was every international student should never be alone, and the last point was they should tell their friends where they were going.

These are some of the things that should be done. First, the university and the Hobart City Council should build more street lights around in Sandy Bay area. The purpose of the street light is to illuminate the surrounding area. When the strangers approach the international students, international students can react faster when there is a light. Second, the university should provide an evening shuttle bus for every international student who wants a lift back. The University of Tasmania has provided a shuttle bus during the daytime, but the problem was that the shuttle bus only helps students who live in colleges and the university apartments. They are not helping other students who do not live there. Third, the university security guards should patrol more often around the campus at night. International students felt not safe at night on campus because they did not see them around.

I have discovered two things from this research project. First, I know how international students feel about issues of safety and security. I am an international student. I know that every time I go out of the house, I need to be aware of my safety and security. Second, I know some places are not safe at all, and it is necessary to pay special attention. I have lived in Tasmania for six years. For the first four years, I have never thought about my safety and security. I felt Hobart, Tasmania was quite a safe place to live. 2009 was the first time I felt unsafe living in Hobart. I have heard about so many incidents happening and I have my own experience as well. On Friday night in August 2010, about 10pm, I drove my car back from FOCUS society. I was just about to come out from my car, and someone in a car passed by and threw something at me. At first, I could not see who it was. When I walked to the street light, I realized that someone throw an egg at me. I called the police the next day. The police asked me whether I had seen the license plate from the car. I told the police that it was too dark and I could not see anything. The police officer could not do anything for me. This dissertation demonstrates that many students have experienced the same problems. It has suggested same measures that could be taken by the university and police to address this problem.

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## Appendix

- 1.) Survey questionnaire
- 2.) E-mail from International Student Office (ISO) Hobart
- 3.) Pamphlet
- 4.) Tasmania map
- 5.) Question 12: Have you ever been called names by strangers?
- 6.) Question 13: Have you ever been yelled at by strangers?
- 7.) Question 15: Have you ever come across someone who has thrown  
things at you in Hobart?
- 8.) Question 35: Do you have any crime prevention or safety suggestion  
you would like to share with other international  
students?